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ABSTRACT

The process and procedures for the selection, support, and retention of personnel developed by the faculty personnel committee at the International High School (Long Island City, New York) are described in this publication. Initiatives included the establishment of a faculty personnel committee responsible for faculty recruitment and selection, a peer support and evaluation process, and a peer review and assessment system. Following the school's mission statement, the first section describes the peer (teacher) selection process, providing a job description, personnel commitee procedures, and a summary worksheet. The second section outlines peer support groups, focusing on role descriptions, the intervention process and intervention procedures, and self-evaluation. The peer evaluation process is examined in the third section, which provides a worksheet and guidelines for peer evaluation teams. (LMI)

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Personnel Procedures
for
Peer Selection, Support, and Evaluation

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The International High School

EA 023 185

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Mission Statement

The mission of The International High School is to enable each of our students to develop the linguistic, cognitive and cultural skills necessary for success in high school, college and beyond.

Educational Philosophy

1. Limited English proficient students require the ability to understand, speak, read and write English with near-native fluency to realize their full potential within an English-speaking society;

2. In an increasingly interdependent world, fluency in a language other than English must not be viewed as a handicap, but rather as a resource for the student, the school and the society;

3. Language skills are most effectively learned in context and embedded in a content area;

4. The most successful educational programs are those which emphasize high expectations coupled with effective support systems;

5. Attempts to homogeneously group students, in an effort to make instruction more manageable, preclude the way in which adolescents learn best, that is, from each other;

6. The carefully planned use of multiple learning contexts, in addition to the classroom, (e.g. learning centers, career internship sites, field trips), facilitates language acquisition and content area mastery;

7. Career education is a significant motivation factor for adolescent learners; and,

8. The most effective instruction takes place when teachers actively participate in the school decision-making process.

Introduction

The International High School at LaGuardia Community College has integrated high school and college procedures into a model of school governance that combines some of the best features of each institution. The working model is significantly different from the hierarchical model found in traditional high schools. Underlying the changes is the goal of demonstrating that shared leadership in a high school can foster the professional growth and development of teachers, leading to the empowerment of students as successful learners. Some of the most crucial and sensitive decisions involve selection, support and retention of personnel. This publication explains the process and the procedures that were developed by the staff of The International High School.

The first initiative was establishing a faculty personnel committee, responsible for the recruitment and selection of new applicants for faculty positions. The impact of this committee was powerful, as the faculty began to look at the total needs of the school, to categorize the advantages and disadvantages of the setting, and to analyze the backgrounds and experiences which made successful teachers. Members of this committee found themselves able to communicate directly with applicants for jobs and to identify the significant components of working in The International High School. When staffing is a shared activity, the entire faculty accepts responsibility for orienting and supporting new faculty. Having chosen the new staff, we are committed to helping them succeed.

The second initiative was establishing a peer support and evaluation process to formalize that commitment. Most members of the committee felt that the traditional evaluation procedure they had experienced in their many years of teaching was humiliating, intimidating and punitive. Regardless of its purpose, traditional evaluation in school is viewed as destructive by some, mechanical by others, and not something to be taken seriously by many. It is an authoritarian procedure, with little or no consideration for the needs and abilities of the teacher.

Numerous studies of teachers, designed to learn what factors are most likely to influence one's teaching techniques, have found that ideas from colleagues carry a great deal more weight than annual performance reviews. Respondents were found to change their teaching techniques because of their own need to maintain interest in the class, formal student evaluations, student complaints, information on educational research and workshops on teaching (Education Digest, May 1988, p. 64).

All committee members agreed that they would like to see an evaluation system which fostered and supported professional growth on the part of the teacher. So our task became one of developing a way to do that. We began to change our view of evaluation from one of judging to one of promoting development. In

discussing what we would find most helpful personally, we felt it would be a combination of self evaluation and peer evaluation with other professionals in a sharing relationship.

In order to begin developing a new structure, we organized the entire staff into self-selected peer support groups of three or four. The only requirements were that new members of the staff would work with those who had been at the school longer, and untenured teachers would work with tenured teachers. The first task of each group was to identify goals for self improvement as teachers or guidance counselors. Because the goals are personal and individual, they are meaningful and the staff is committed to realizing them. We hear a lot about "top down" administration as a barrier to educational reform. One way to combat that is to have school-wide goals develop from individual goals.

The personnel committee felt that a meaningful evaluation procedure must include two components that are omitted from traditional procedures. The first is a strong component of self-evaluation. Individuals have a greater commitment when they identify their own needs, and their standards are higher when they set their own goals. The other component involves a professional sharing and a peer evaluation that does not exist in the average school because of professional isolation. The peer groups are intended to eliminate that isolation.

If we view ourselves as true educators, we must also view ourselves as learners. We are role models for our students. If we model authority, our students will learn to be authoritarian. If we model self-improvement in an atmosphere of sharing, that is what our students will learn.

As a result we recommended, and the staff agreed, that each faculty member would maintain a portfolio which contained, as a minimum, the following:

Tenured teachers: 1 administrative evaluation, 1 peer evaluation, 1 self evaluation;

Nontenured teachers: 2 self evaluations, 2 peer evaluations, and 2 administrative evaluations.

All portfolios should include 2 class sets of student evaluations for each cycle.

The third initiative of the committee was to establish a system for peer review and assessment which involved the whole staff. In order to allow the support groups to emphasize staff development, we chose to maintain the distinction between the peers who provide support and those who evaluate. In order to have the full support of the staff, this process was recommended, submitted to the staff and revised several times. The document we all agreed to is included in its entirety. Basically it recommends that at certain points in a staff member's career, he or she makes a presentation before a peer evaluation team of four randomly selected staff members (including someone from the personnel

committee who acts as chair) plus one member of the presenter's peer support group. All faculty members are reviewed by peer evaluation teams in their first and second years at the International High School. The teams then determine matters of appointment, continuation of probation, tenure and continued service. Tenured faculty members are reviewed every three years.

There are several reasons for our decision to include tenured staff in the review and assessment process. As professionals, we must seek to learn, grow and change techniques throughout our educational careers. Our commitment to professional development must not end with tenure. This system supports that notion and provides a process for continued learning and growth.

We believe that of even greater significance than meeting evaluation requirements, the peer observation and review process serves to promote professional growth and development for all staff by:

Exposing faculty to a wide range of methods and techniques;

Enabling them to develop a philosophy of what constitutes effective teaching and counseling;

Encouraging them to view their own behaviors differently in light of the professional practices of others;

Promoting experimentation with new approaches and strategies observed;

Facilitating the sharing of ideas and insights with their colleagues; and,

Institutionalizing the process of continuous self-evaluation.

As a result, teaching has become a matter of public focus at The International High School, rather than a private concern discussed only between an individual teacher and supervisor behind closed doors.

Since we were given the opportunity to redefine the way this school would work, we feel a sense of ownership toward the school. The faculty at The International High School has created a dynamic and vibrant learning community for the benefit of the limited English proficient students it serves. The results of these innovative initiatives, as well as the process by which it has been achieved, holds promise for school administrators and policy-makers committed to empowering students as effective learners by transforming our schools into centers of teaching excellence.

Job Description

The International High School is an alternative high school. Our students, immigrant teenagers, are limited English proficient. They are considered to be students at risk. They are an extremely heterogeneous group with wide variations in all of the following areas: intelligence, formal academic skills, native language literacy, English language skills, emotional stability, motivation, home life, and difficulties in adjusting to a new environment and culture. Therefore, the teacher's role is dual; the teacher is responsible for the affective as well as for the cognitive and linguistic development of the students.

This responsibility is met by creating a special environment based on the concepts of both teacher and student empowerment. The welfare and quality of the school community is in the hands of its members.

The duties of a teacher at the International High School include teaching three seventy-minute classes per day and one seventy-minute family group/house session per week. All staff members are asked to expend time and energy well beyond the limits of their job descriptions, including such things as serving as club advisors, school events coordinators, and members of high school and college committees. All teachers have multi-disciplinary programs, which may include instructional responsibilities for students enrolled at Middle College High School.

Responsibilities to School and Community during school and after school hours

Membership in a school governance committee

Curriculum development

Membership in a peer support group

Participation on peer evaluation teams

Participation in out-of-school conferences and workshops

Occasional writing for publication

Non-instructional responsibilities to students

Advisement (programming)

Extracurricular activities

Cultivating and maintaining relationships with students, involving contact with parents, counselors, family workers and other teachers

Personnel Committee Procedures

The International High School has a personnel committee consisting of faculty representatives. Membership is rotated annually. The elected chair is a member of the School Support Team (School Based Management/School Decision Making committee). The role of the personnel committee in hiring is

To select candidates and set up interviews;

To guide the interview process; and,

To hire faculty.

The personnel committee uses the following process to establish whether the candidate meets the requisite qualifications for the position.

Applications and resumes are screened by the personnel committee. Then an interviewing panel is set up which consists of three faculty members including one who represents the relevant subject area and one who is a member of the personnel committee to serve as chair. All who meet the qualifications on the Personnel Committee Summary Worksheet are interviewed and the interview focuses on the requisite qualifications of the candidate. Supporting documentation from the candidate is reviewed. All interviews are taped so that the entire personnel committee can review them. Candidates are urged to spend the day familiarizing themselves with The International High School. Following the interview, the panel will complete the Personnel Committee Summary Worksheet and arrive at a recommendation for the personnel committee. At the conclusion of all interviews for the position, the personnel committee reviews all the worksheets and makes the final determination concerning the candidates.

If several candidates qualify under the criteria, the personnel committee will select the most senior qualified applicant. However, a less senior applicant may be selected if the committee determines that the applicant possesses extraordinary qualifications. All candidates are informed in writing of the personnel committee's decision.

Personnel Committee Summary Worksheet

Candidate's Name: _____
Date: _____
Position: _____
Panel members: _____

Requisite Qualifications:	**Meets /Does Not Meet/Comments**
License appropriate to position, plus license or eligibility for ancillary license in either E.S.L. or Bilingual Education;	
Proficiency in a language other than English, in addition to English fluency;	
Knowledge of second language acquisition methodologies;	
Experience with a heterogeneous LEP student population;	
Familiarity with collaborative learning techniques in the classroom;	
Ability to structure activity-based instructional and group counseling sessions with LEP students;	
Background in alternative education and/or dropout prevention programs;	
Evidence of professional involvement, (i.e. professional association membership, conference attendance, workshop delivery, publication of articles, and curriculum development); and,	
Demonstrated understanding and agreement with the mission statement and educational philosophy of The International High School.	

Strengths	Weaknesses

Results of classroom observation

Other comments

Final Recommendation of Panel:

Signature of Chair: _____

Action by Personnel Committee:
Date:

Peer Support Groups

Description of Peer Support Groups

The peer support group provides a place for people to exchange ideas, learn from each other and support each other in reaching their professional goals as a teacher, guidance counselor, paraprofessional, or family worker. The group allows all staff members to explore their roles in the interdependent culture of the school.

A group includes three to four members (from at least two subject areas), one of whom is tenured. Groups change every year. Two members may elect to remain together for two years provided the rest of the group changes. In this way, individuals get to work with many people on the staff. We recommend paraprofessionals and family workers choose to be in groups with the teachers or guidance counselors that they are working with. New staff members are invited to join teams with a member of their own discipline.

Team members are responsible for everyone in a group. A group succeeds to the extent that it helps all its members set and reach their goals and move to a new level of success. We have found the following practices lead to successful support groups:

Establishing goals collectively at the beginning of the year;

Scheduling meetings to discuss progress, problems and provide timely feedback throughout the year;

Visiting each other's classes several times;

Writing peer observations which reflect the goals of each staff member;

Including everyone in the group in writing at least one peer observation; (You do not have to be tenured or appointed to write an observation)

Providing support and feedback in the writing of self evaluations;

Providing support in the completion of the portfolio and the preparation of presentations before the peer evaluation teams; and,

Following the schedule below for writing observations to be sure people get feedback in a timely manner.

	Cycle I	*Cycle II*	*Cycle III*
Tenured	***Administrative***	***Peer***	***Self***
Untenured	***Self*** ***Peer***	***Peer*** ***Administrative***	***Self*** ***Administrative***

Paraprofessionals' Roles

The paraprofessional position at The International High School includes classroom paraprofessionals and family workers. As titles are different, job responsibilities vary as well. Family workers, for example, are responsible for student attendance records and parental contact. They are also responsible for student records and clerical work. Additionally, they facilitate the communication and strengthen the relationship between parents and the school. Classroom paraprofessionals are teaching assistants who work in the classroom with the teacher to help provide the educational program. They tutor, test, supervise, correct papers, file, and assist with special programs and projects.

Paraprofessionals are involved in the peer support process. Each maintains a portfolio which includes the following (updated every year):

goals for the year;

self evaluation;

a peer observation (by the guidance counselor or teacher that each person chose to work with); and,

student evaluations for those paraprofessionals who work in the classroom.

Being part of the process makes paraprofessionals feel part of the instructional or guidance team. Clearly stated objectives and directions are important. A sense of belonging is established by knowing what is intended or expected. Good morale is as necessary to paraprofessionals as to teachers. It affects the quality of their work and assistance to the teachers and students.

Professional Goals Form

*Name*_____
*Peer group*_____

What would you like to achieve this year? What are your professional goals? These are enormous questions that are often hard to clarify. We suggest you spend time talking to the members of your peer group. What special skills do they have that you can now discuss or learn more about? This might shape some of your goals. Also refer to the Elements of Effective Teaching that the staff developed. It may jog your memory about what is important to be an effective teacher.

We have given you two copies of this form. Use one as a rough draft. Show your rough draft to your partners and see if they can help you clarify or focus your goals. Then recopy and make a xerox. Please put one copy of this in your portfolio where you and your support group can refer to it. Then put one copy in the committee chair's mailbox.

Goals for Cycle_____

1.

2.

3.

Plans for achieving goals

1.

2.

3.

Ways students will demonstrate to you that you have reached your goals

1.

2.

3.

Peer Observations

Our mission statement and educational philosophy help to unify the approach to our work at The International High School. At the center of our professional lives is how we translate this educational philosophy into practice in our classrooms.

At The International High School, the emphasis is on students learning collaboratively. This requires a new model for observation and for each teacher's role in planning lessons, writing curriculum, and evaluating what happens in the classroom. While the teacher has responsibility for direction, activities, materials for these activities, ie., the curriculum, the students are guided to assume responsibility for their learning.

In a student-centered learning environment, students assume many of the responsibilities traditionally performed by teachers, and are the center of what occurs in the classroom. For the same reasons that we wish to transfer control of the learning environment to the student, we also want to transfer control of the staff's professional development to the teacher. Observations and evaluations of the teacher's role in this classroom should reflect the goals of the teacher being observed. In this setting, the teacher's success is defined in terms of the teacher's growth, plus each student's engagement and successes.

We focus on students and teachers learning, as well as teachers teaching, because our definition of a teacher's role in a collaborative classroom is in contrast to a lesson where the teacher is expected to perform. The traditional evaluation of the teacher doing a self-contained lesson, defined by the developmental lesson plan, is not consistent with our philosophy of how students learn best. This does not remove the responsibility for careful planning, curriculum development, and preparation for the activities occurring in our classrooms. Our curriculum is not defined by a topical course calendar, a textbook, and a set of daily lesson plans. Rather it is guided by student-centered, collaborative learning activities intended to address the linguistic, cognitive and cultural needs of our students.

In the public and interdependent environment of teachers supporting, observing and ultimately evaluating each other, our common educational philosophy is the frame of reference for these interactions. The process of communicating with each other in the peer support and evaluation process allows us to define and refine these shared values. In our attempt to facilitate the process, we have purposefully avoided a prescriptive format for observations, and chosen rather to establish our educational philosophy and the individual teacher's professional goals as the context for these observations.

While teachers are encouraged to express individual styles, ultimately, our common goal is to collectively realize our mission statement and educational philosophy. However, we must also be sensitive to the reality that each individual

on our instructional staff may reflect The International High School's educational philosophy to varying degrees in this ongoing process.

The criteria by which we observe and evaluate each other focuses on how the educational philosophy of the school is translated into our interactions with students in our school and in our classrooms.

Examples:

In an increasingly interdependent world, fluency in a language other than English must not be viewed as a handicap, but rather as a resource for the student, the school, and the society.

Include activities which support the continued use and development of a student's native language.

Language skills are most effectively learned in context and embedded in a content area.

Organizing courses around a meaningful theme rather than skills acquisition is an important way to strengthen language development. As such, language is the key to learning, and learning is the key to language development. The whole language approach, the writing process, and experiential learning are all consistent with this goal.

As a result of this goal, all content teachers share responsibility for the language development of our students.

The most successful educational programs are those which emphasize high expectations coupled with effective support systems.

Given the heterogeneous nature of our students, the goals for students should be varied. The support systems for students should utilize collaborative activities, clearly defined expectations, and timely feedback.

Attempts to homogeneously group students, in an effort to make instruction more manageable, preclude the way in which adolescents learn best, that is, from each other.

Focus attention on both individual and group needs.

Group students heterogeneously to achieve maximum benefit from each other.

The Observation Process

In making suggestions for the observation process, we are attempting to set a context for observations rather than establish a format or a check list. Observations should reflect the teacher's individual goals and our school's philosophy. They should be constructive in nature, and feedback should be offered in a timely fashion. Following are some procedures we have found helpful in conducting useful peer observations.

Staff members set goals at the beginning of the year within peer support groups with the understanding that an important role of the group is to help each member achieve those goals. Although observations are required to fulfill external obligations for both formative and summative evaluation, we choose to focus on using an observation to help the individual learn. We assume that what motivates a student or teacher is his or her innate desire to learn, grow and improve skills. The role of the peer support group is to help each person fulfill that need. Like our heterogeneous student groups, staff members differ, and therefore each member needs to assume ownership of what happens in the observation process. This is what we recommend:

The observer meets with his or her peer before the observation. Here they review goals for the year, discuss the context of the lesson(s) and identify areas where the staff member being observed particularly wants feedback. In this way, the observer will not be overwhelmed by information, and the observed can know he/she will get feedback on specific areas of interest.

We recommend more than one visit. Visiting for parts of a period throughout a unit often results in more complete feedback than visiting a single lesson.

After the lesson, we suggest that the observer first focus on how the staff member felt about the lessons(s), such as the attainment of goals, what went well and would be repeated, what he/she would change in the future.

At this point there is an opportunity for dialogue where the observer can react to and support or disagree with the staff member observed. What follows is the most important part of the observation: working together, staff members discuss alternatives and future directions. This is true staff development. As much as possible, it is important to allow the observed person to discover and suggest ideas, but the observer, of course, feels free to discuss what took place within the context of his or her own experiences and expertise.

At closure, it is important to acknowledge growth and discuss areas for future goals. We suggest revision of past goals or introduction of new goals for the

future and writing these in the observation. These new goals can then be used in future observations.

After meeting, it is important that the observer prepare the observation as a first draft and discuss the draft before putting it into a final form. This allows the staff members to discuss and clarify any areas where perceptions differ.

While we believe it is important that each staff member control the observation process, we also recognize that this assumes a teacher who, at minimum, can engage students for 70 minutes in lessons that are worthwhile. If this is not the case, we are faced with several possible scenarios:

The observed agrees with the observer on the weakness of the lesson and offers a reasonable explanation of what happened. In this case he or she asks to be observed again in the near future.

The observed and the observer agree on the difficulties the staff member is having and that these difficulties are a frequent problem. The observed agrees to a schedule by which he or she will achieve the goal of planning worthwhile lessons that engage students. At this time, the entire peer support group, at a minimum, draws up a plan of support which includes meeting to plan lessons, observing how other teachers teach, and a scheduling of observations in the classroom to give feedback on those lessons.

The observed does not agree with the peer support group and sees no weakness in his or her lessons. At this time the group will need to request mediation with the chair of the personnel committee and the principal.

Self Evaluations

Self evaluations are as varied as the individuals on our staff. They are usually done at the end of a cycle or, in the case of tenured teachers, at the end of a year, and are thoughtful reappraisals of varying periods of time. They range from discussing growth to expressing disappointment, from looking at one course to comparing courses, from focusing on content to skills. They reveal the thought processes and actions of reflective and committed professionals. Since portfolios are centrally located and open to anyone on staff, faculty members can benefit further from the insights of their colleagues.

Peer Intervention Procedures

Below is the procedure that the personnel committee recommends if a staff member becomes aware that another faculty member needs support in order to do his or her job effectively in the classroom.

If you are not on the peer support group of that person, but are, for example, in the same discipline, we recommend that you go to an experienced member of the staff member's peer support group and explain what support you feel is necessary; or go to the chair of the personnel committee who will then contact an experienced member of the peer support group.

If you are on the peer support group, and you feel that your help is not effective, convene the whole peer support group and discuss what can be done to give this person the necessary support.

If the team becomes dysfunctional and there is little positive or helpful communication between the team members, a meeting should be convened with the peer support group, chair of the personnel committee, and the the principal to plan steps so that effective support can be given.

If a person is given an observation report that he or she disagrees with, he is able to write a response, but all observation reports will be included in a portfolio. Six is a minimum number for non-tenured teachers and three for tenured teachers.

Procedure for Peer Evaluation

This procedure has been approved by the staff of The International High School for us to follow when someone is passing through certain gates that lead to tenure and beyond. The idea is that when a staff member needs feedback from the school at large, as opposed to his or her own particular peer support group, the staff member will make a presentation to a larger group of peers who represent the whole school. This group will be named the peer evaluation team.

Who will be on the peer evaluation team?

Staff members who have been in the school for 3 complete cycles (trimesters) and who are selected randomly to include:

A teacher or guidance counselor from the personnel committee, to serve as team leader;

A member of the subject area;

Members of the faculty, at least one of whom is a teacher; and,

A member of the candidate's peer support group chosen by the candidate.

All staff are expected to serve on the evaluation teams when their names are drawn. It is understood that the pool would be a diminishing one. Once you are chosen your name is out of the pool until all staff members have served. Since it is possible some staff members could be chosen more often than others, you may elect to defer once you have served twice in the same year.

When does someone make a presentation to a peer evaluation team?

At the end of each of the first two years of teaching in the school

When a person requests appointment

When a person requires recommendation for continuation of probation

When a person requires recommendation for completion of probation and granting of tenure

When a person disagrees with the evaluations given by his or her peer support group

Every three years for all others

However, no person should be expected to make a presentation more than once per school year. In the case of an appointment request in mid-year, we feel there is no need for a second presentation unless more than six months have passed.

What happens at the presentation?

The peer evaluation team is responsible for examining the materials in the portfolio. The contents of the portfolio include:

Untenured staff --for each year:

Goals and objectives for the year,

2 peer evaluations,

2 self evaluations,

2 administrative evaluations, and

2 out of 3 student class evaluations for each cycle,

As well as any work done by the candidate which demonstrates teaching ability, contribution to the subject area, contribution to the school or contribution to the profession

Annual End-of-Term Evaluation Review, Annual Review Addendum

Tenured staff--for each year:

Goals and objectives for the year,

1 peer evaluation,

1 self evaluation,

1 administrative evaluation, and

2 out of 3 student class evaluations for each cycle,

As well as any work done by the candidate which demonstrates teaching ability, contribution to the subject area, contribution to the school or contribution to the profession

Annual End-of-Term Evaluation Review, Annual Review Addendum

The candidate meets with the peer evaluation team to discuss his or her accomplishments and goals for the future.

The peer evaluation team makes a recommendation based on the portfolio, feedback from the current peer support groups and the discussion with the candidate. This recommendation is based on criteria developed by the staff

The following day, the candidate meets with the principal, the personnel committee chair, and the peer evaluation team leader to discuss the recommendation of the committee and to make a plan for meeting the candidate's goals for the following year.

In what areas could the candidate demonstrate his or her skills and contributions?

Classroom teaching ability/performance within area of responsibility by the end of the first year

Contribution to the subject area by the second presentation (curriculum development and design)

Contribution to the school by the third presentation

Contribution to the profession by the third presentation

The procedure above is suggested for people who require evaluation and feedback from the whole school. This will occur only at certain times. However, each person's peer support group is responsible for giving feedback throughout a year and in filling out together the end-of-year annual performance rating and evaluation forms. Signing those forms indicates agreement with what has been written.

Worksheet for Peer Evaluation Teams

*Name of Candidate*_____
*Date*_____

Team leader _____
*Team members*_____
_____
_____
_____
_____

Reason for presentation:

___request for appointment
___request for continuation of probation
___request for tenure
___first or second year at International H.S., request for continuation of service
___rotating 3 year presentation, request for continuation of service

This worksheet is provided to help organize what people say. A candidate does not have to demonstrate strengths in all areas. At this time the areas will depend on years in the profession and years at the school. In order for the team to meet and make a recommendation, the minimum contents of the portfolio must be complete. Please check off the following contents. They must be for the current school year.

Untenured staff for each year:

__goals and objectives for the year,

___2 peer evaluations,

___2 self evaluations,

___2 administrative evaluations, and

___2 out of 3 student class evaluations for each cycle,

___as well as any work done by the candidate which demonstrates teaching ability, contribution to the subject area, contribution to the school or contribution to the profession

___Annual End-of-Term Evaluation Review, Annual Review Addendum

Tenured staff--for each year:

___*goals and objectives for the year,*

___*1 peer evaluation,*

___*1 self evaluation,*

___*1 administrative evaluation, and*

___*2 out of 3 student class evaluations for each cycle,*

___*as well as any work done by the candidate which demonstrates teaching ability, contribution to the subject area, contribution to the school or contribution to the profession*

___*Annual End-of-Term Evaluation Review, Annual Review Addendum*

Evidence of teaching ability:

Evidence of contribution to subject area:

Evidence of contribution to the school:

Evidence of contribution to the profession:

Evidence of ability for professional growth:

Areas of particular strength:

Goals for the future:

Outcome: Request Approved _____ Request Denied_____

Additional recommendations or comments:

Guidelines for Chair of Peer Evaluation Teams

Before the presentation:

Meet with the personnel chair to write and hand deliver letters to team members.

If anyone is unavailable, arrange for further choices in the random selection process.

Speak to the presenter and find out if he or she intends to make a formal presentation and ask how you can help in the process.

Speak to the members of the team and ask how you can work together to make the process on that day valuable.

Ask if people on the team would like to see the portfolio before the time of the presentation.

Ask the presenter to xerox five copies of the evaluations plus the end term evaluations and get a copy of the portfolio to you one week prior to the presentation.

Get a copy of the Worksheet for Peer Evaluation Teams.

During the time before the presentation, share and discuss with the team what will happen and what areas they could discuss.

Make sure everyone on the team is at the meeting for 45 minutes before the presentation to read the portfolio.

Beginning the presentation:

Basically the presenter should be in control of his or her presentation and if you have spoken to the presenter, you will know what to expect. Some ideas you might introduce or questions to ask follow.

Acknowledge work the presenter did.

What would you like to tell us about the year that is not included in the portfolio?

What did you do you were most proud of, or learned from, or pleased you?

Be ready to pay attention to, rather than ignore, any tensions in the presenter and work to lessen them.

Elicit from the presenter any information concerning teaching ability, contribution to subject area, school or profession.

During the presentation:

Encourage participation by other members of the team.

Ending the presentation, closure, reflection and a look to the future:

What ideas do you have for the future? (goals? interdisciplinary courses? new courses?)

Who on staff could you work with to reach those goals, or teach those classes?

How has the peer support process worked for you this year? What do you want from it next year? How can you get it?

Is there anything else you would like to talk about?

Post presentation:

Take notes at the meeting on the Worksheet for Peer Evaluation Teams. Help the group reach a consensus on its recommendation.

Post Presentation Conference:

At the meeting with the presenter, the principal and the personnel committee chair, be prepared to present the decision of the team and observations on how the group reached the decision.

Suggestions for Presenter in Peer Evaluation

Following is the advice we have for people doing presentations:

Ask a person from your peer support group to be a member of the evaluation team and give his or her name to the personnel committee chair. Chosen randomly will be a chairperson from the committee, a member of your subject area, and two additional staff members selected from within the whole school.

Complete your portfolio of 6 evaluations for untenured staff and 3 evaluations for tenured staff. Include signed completed copies of the Annual End-of-Term Performance Review, the Annual Review Addendum, and your goals for the year. Make sure all evaluations have been signed by you and the person who wrote them and dated as well. Make 5 copies of the evaluations and goals, and give them along with your portfolio to the personnel committee member who is chairing the meeting by the Monday before the presentation.

Add anything to your portfolio that demonstrates teaching ability, such as activities you are especially proud of, or student work and student evaluations. If you want to present it in writing, you can also include a paper that tells of contributions you have made to the curriculum of your subject area, or to the school, or to the profession.

Meet with the peer evaluation team for about 1/2 hour after they have read your portfolio. The format of the meeting can include a short presentation. At this time you, can tell the team about anything you are particularly proud of like a special activity, or changes and growth, or share with them any important information about your contribution to the subject area, school or profession. You can also discuss your goals for this past year and your goals for the future. The team will also discuss the portfolio with you. This is an opportunity to share ideas and insights. We encourage you to actively decide what you want to happen. Speak to other members of your support group or the staff for ideas.

After you leave, the team will then meet and make a recommendation. The next day you will meet with the principal, the team leader and the personnel committee chair to discuss the recommendation.

Role of the Personnel Committee Chair in Peer Evaluation

Supervising random selection of a team involves all of the following. First, ask each presenter to identify the representative from his or her peer support group. These faculty members can then be removed from the random selection pool. Then, make sure one representative from the subject area is on each team. Check that each team has no more than one para or family worker. Do not include anyone on a team who has not been in the school for a year. Note on each staff member's card the date he or she are on a team since we try to equalize the number of teams each staff member is on.

Random selection is done by:

Making a card for each teacher or guidance counselor on the personnel committee, excepting the chair. This is the pool of peer evaluation team chairs.

Making a card for each faculty member in a discipline and grouping them. This is the pool of peers from a discipline.

Making a card for all staff members who have been in the school at least one year. (Therefore, some staff members will have two cards). This is the pool of staff members who are chosen at random.

Arrange a room for the presentation. Try to have the presentation in a room that the presenter teaches in.

Supervise sending of letters to all presenters and members of the team. Keep track in a notebook of all the members of the teams, the rooms they are in and the roles they play, e.g., chair, subject area representative, peer support group representative.

Coordinate free periods of presenter and team chair to arrange a meeting with the principal on the day following the presentation. Allow time for the team chair, personnel committee chair and the principal to meet before the presenter appears.

Guidelines for Completing the Annual End-of-Term Performance Evaluation

Fill out the Annual End-of-Term Performance Review and the Annual Review Addendum together with all the members of your peer support group.

Rate yourself honestly. This, at first, is based on your own standards of teaching and expectations for yourself.

Share your evaluation checklist with the other members of your peer support group. In this way, you can get feedback on how accurate your evaluation is by comparing it with how other teachers (whose work you know) rate themselves.

Make any revisions indicated by this discussion.

Signify your approval and agreement with this evaluation by signing off on the forms for each member of your peer support group and having each of them sign yours.

Annual Review Addendum

Using the following criteria, comment briefly on your strengths and goals.

demonstrates cultural sensitivity
fosters English language development
encourages cognitive development
addresses both the academic and affective needs of the students
relates his/her content to other content areas and real world vocations
engages in professional growth
engages students in classroom processes
reflects on his/her teaching and is resourceful

Strengths
Goals

_____ _____
Signature of Employee *Date*

_____ _____
Signature of Peer *Signature of Peer*

_____ _____
Personnel Committee Member *Signature of Principal*

Feedback

We at The International High School recognize our responsibilities to the larger educational community in New York City, New York State, and beyond. Your reactions, comments, and feedback are valuable to us. Should you wish to share your insights with us, please do so. These comments will be appreciated.

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